

Individualized Growth Plan

Choosing a Case Study Student

You need to choose a student on which to focus your case study for your Individualized Growth Plan. This case study will be ongoing during the whole course. You will use information from the course to evaluate the student's interests and his/her reading and writing skills. Your final project will combine individual course assignments into an Individualized Growth Plan.

You do not necessarily need to choose a child with special needs. The point of the case study exercise is to learn to choose, administer and interpret appropriate evaluations and write educational recommendations based on the results. These activities can be accomplished with basically any type of reader. Here are the requirements for choosing a student:

- Currently in or have been in first through eighth grades (or reading at about those levels)
- Not a relative
- May have special needs or not
- Willing and available to participate in three inventories
- Parents or legal guardians will sign a permission slip

First Steps:

1. Choose a student.
2. Get a parent or legal guardian to sign the permission slip (below).
3. Keep the permission slip in your files.

Parental Permission Slip

_____ may meet with _____
(Print student's first & last name) (Print teacher's first & last name)

two to six times over the next six weeks and may participate in reading and writing tests given by this teacher. I understand that the information obtained from these inventories will be confidential and only be shared in the teacher's instructor.

(Signed by parent or legal guardian) (Date)

So... What Exactly Do I Need To Do with My Case Study Student Before Weekend Two?

1. **Read Part I of Bader Reading Inventory** – This section gives background information and a description of the various components of the Reading and Language Inventory
2. **Review Part II** – This section is good to have handy as you administer the Inventory itself.
3. **Make your own copies of any blank forms you will need** – This is what you will use to analyze the results of your Reading Inventory. Administer these inventories:
 - **K-12 Summary** (pp. 151-152) – Or gather the information from the first two sections of this document on page one.
 - **Student Priorities & Interests inventory** (pp. 11-15)
 - **ELL checklist** (if appropriate for your student)
 - **IRI – Graded Word Recognition Lists and Graded Readers Passages** (pp. 21-77)
 - **Diagnostic Spelling Test** (pp. 103-109) Start at the level indicated as appropriate by the IRI. Complete the Summary Form (p.110)
 - **Writing Evaluation** (pp. 134-135)
 - **Choose at Least One Additional Subtest** – This should be chosen depending on the factors indicated by the IRI and Spelling tests. (See page 6 [Testing Sequences] for ideas.)
4. **Analyze the Data** by following the Scoring Instructions (pp. 21-22)



The first four sections of the Case Study will be submitted for review on Friday night of the second weekend.

You will need to make copies of the following pages of the Bader (2009) book:

- Examiner's copies of graded reader's passages at the grade levels you estimate you will need. (I strongly suggest copying *all* the passages on pp. 42-77)
- Student Priorities and Interests (pp. 11-15)
- Summary of Spelling Performance (pp.110)
- Writing Evaluation (p.135)
- K-12 Summary (pp. 151-152)

Individualized Growth Plan Outline

This is a suggested outline of the components of a teaching/learning plan for a student in grades PreK-12. Each major area should be addressed in your plan. The specific content of your plan will vary widely depending on the student's needs, the setting and the type of plan implemented. Teachers do not have time to make individualized growth plans (in this detail) for each student in their classroom. Experienced teachers do much of what is listed here in their heads. Candidates are asked to follow all these steps in order to learn the process of what needs to be done when considering the learning needs of each student. This plan is divided into two sections: Case Study and Lesson Plans.

Case Study

Introduction This section is written in paragraph format (one paragraph). Introduce your student to the reader.

- First name
- Age and grade
- Brief physical description
- Any other information that will make the student “real” for the reader

Background Information This section is written in paragraph format (two to three paragraphs) including:

- Relevant background
- Educational history
- Interests and aptitudes
- Learning styles
- Attitudes around reading and writing
- Brief summary of recent testing and school placement/programs
- Include, if relevant:
 - Living or home situation and work situation
 - English Language Learner? If so, at what stage of English learning is s/he?
 - Conditions or limitations which significantly impact on learning (e.g., *Andy wears a hearing aid in his right ear; Tiffany has Down Syndrome, et cetera. Make sure to state the disability, not label the student. See People First Language handout.*)

Current Environment Briefly describe in paragraph format (two to three paragraphs) the way the student's educational life and day look right now. This is what s/he is experiencing right now. It is where you begin.

- Type of school setting
- General or special education
- If special education - what portion of day and setting?
- Number of students in class
- Number and type of staff available
- Overall focus of classroom – philosophy or approach, subject matter, et cetera.
- Specialists involved in student's program
- Anything else relevant to the plan (Think through the student's schedule and try to identify the people, places and events which could have an impact on this plan.)

Performance Level – Analyze Test Results In paragraph format (three-four paragraphs).

- Results and levels of all informal assessments administered. Make sure to include the student's independent and instructional reading levels.
- When the student began to have difficulties in each area (word lists, graded passages oral reading, comprehension, spelling, writing) what caused the difficulty?
- What pertinent behaviors did you notice during testing?
- Please refer to the IEP (if applicable and available)
- Other recent information (Look at analyses of several reading, writing and math performances or products, if available.)
- Pinpoint relative strengths and weaknesses in the areas of reading, writing, math and overall language usage.



The first four sections – to this point – are due on Friday night of the second weekend.

Student-Centered Learning Outcomes

What do you want to happen as a result of your intervention and instruction? Refer to and include relevant IEP goals and objectives. (See handouts from the second weekend of class.)

Ex. 1: *During independent reading time, D. will participate in paired reading activities by visually following text while listening to text being read on tape or by peer reading.*

Ex. 2: *In his daily writing journal, J. will use new vocabulary words in semantically correct sentences. These examples are fairly narrow and specific; yours might be broader or you can create a series of related outcomes. This is not an IEP, although it has similar elements_.*

Teaching and Learning Plan

This is the heart of the plan. What would be the best ways of creating a supportive and academically appropriate school situation for this student? What is your recommendation of an outlined course of action to support the student including instructional strategies, monitoring of progress, and connection to the general classroom environment and culture and grade level expectations? In paragraph format, address each of the elements below:

- Environmental considerations - Group work, alone time, lighting, sound, near partner or teacher, et cetera.
- Motivational techniques - How will you foster engagement for this student? Think about this area in depth.
- Teaching approaches to be used - Mostly direct instruction or not? Lots of opportunity for demonstration & modeling? Et cetera.
- Student *learning strategies* to be taught - What kind of learning strategies would be most useful for this student? Why?
- Instructional tools to be used – Graphic organizers, et cetera (include specific examples)
- Support materials (include specific examples)
- Program modification plan - How will you determine when it is time to modify the program?

Annotated Bibliography

- Include an annotated list (in correct APA format) of 5 to 10 fiction or non-fiction books that would be useful in working with this student. (See sample annotated bibliography on myLesley.) When choosing books, take into account:
 - Interest
 - Reading level
 - Genre
 - Relative strengths and weaknesses of the student
- *Read* the books.
- Write all references in *correct* APA format. Check the format on the library website or in the APA book.
- In the annotation, provide:
 - Short summary of the book (3-4 sentences).
 - Justification as to why the book is appropriate.
 - Whether the book should be used during instruction or for independent reading.
 - Independent and instructional reading level.

Assessment

Evaluation of plan: How will you know when the student has met the objectives of the plan?

- What type of data will be collected? Reading miscues, observational notes, et cetera.
- What method of recording data will be used? Logs, journals, audio recordings, et cetera.
- Schedule: How often and for how long will the data be collected?

Ex. 1: *D.'s performance will be measured and evaluated by means of observational note-taking during a group activity over a period of five weeks.*

Ex. 2: *Data will be collected daily on data sheets. Two areas will be recorded -- the number of new words to learn and the number of words correctly used in context. J.'s written work will be examined for correct use of new vocabulary words.*

Discussion This section is a paragraph report (paragraph format).

- Summarize the learner's main strengths and needs.
 - Discuss what seemed to work well with the learner and what was not effective – in testing and in implementation (if you were able to implement your plan).
 - What general suggestions, modifications and adaptations would you suggest for this student in both home and school environment?
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Overall Project Requirements

- Avoid all the mistakes mentioned in the Common Writing Mistakes handout (posted in RESOURCES and Writing Helps).
- Outlines and lists may be used (except where it says "paragraph format").
- Write all citations and references in correct APA format. Check the format on the library website.
- Only give the first name of student.
- Protect the anonymity of teachers, schools and parents by not using real names.

Lesson Plan

Requirements for Three Lesson Plans:

Original Lesson Plans: Using the lesson plan format you have learned in coursework, create two lesson plans you could use with this student in a small group as part of this Growth Plan. (See lesson plan format below.)

Modified Lesson Plan: Find one additional lesson plan on the Internet or in a curriculum guide that could be used with this student in a small group. These lessons should be ones the student might encounter in a general education classroom so they will most likely be group lesson plans. Tell how they could be easily *modified* by a general education classroom teacher so the needs (learning styles and/or skills) of *your student* would be met.

Teaching Strategies:

Choose one or two new (to you) strategies, instructions or approaches, you think would work well with your case study student. During this course you have received many, many new ideas through lectures, websites, class discussions, in the textbook and in articles. (Make sure to cite the reference for the published resource of where you got the new idea.)

Determine the Validity of the Strategy with these Criteria:

- Case study student's needs that were observed during assessment, activities or demonstrated through performance
- State standards

Important Format Notes:

- This lesson plan will be included in your final project so you do not need to include your name, date, class or any other cover page-type information.
- Begin each lesson plan at the top of a new page.
- Use the 9 section headings listed below. Bold them and indent the material under each heading.
- Use outlines and lists (Complete sentences and paragraphs are not needed except where it says "use paragraph format.")
- Keep the lesson concise so it is useable, but include enough detail so a substitute teacher could use it to teach your class.
- These lesson plans should be planned for a small, inclusive group (4-6 students) with your student included.

Title (You do not have to list this section heading... just the actual title in larger, bolded font.)

Description & Strategy (and source) (Use paragraph format)

Tell what will be accomplished during this lesson and why it is needed. Name the new (to you) strategy and cite the source in correct APA format.

Prerequisite Skills

List any prerequisite skills/experiences students should have in order to accomplish or benefit from this lesson.

Students and Setting (Use paragraph format)

Tell how many students are in the group. Briefly describe (not label) learning difficulties, areas of special need, disability, et cetera of the students in your group. Tell what particular needs you may have observed that led you to choose this teaching strategy for this group. How have you designed this lesson to meet all the varying needs of the group? (How will you differentiate the lesson?)

Standards and Objectives

Which *main* state standards are being addressed in this activity? (List 3-5 main standards.)

What understandings will the student take away from this lesson? (These are statements of what the student(s) are to understand and do, not the teacher's activity. Begin objectives with "The student will....")

Are there any IEP goals/objectives being addressed in this lesson? (Optional)

Materials Needed

List all the materials, instructional aides, resources or supplies you or the student(s) will need for this lesson. (Do not forget such things as: text, overhead projector, marking pens, posters, paper, or any special devices or aids needed for students with special needs.) List the quantities when more than one is needed. Make sure to cite (in correct APA format) *all* published resources such as textbooks, children's books, videos, audio recordings, software, et cetera.

Lesson Procedures

This section is where the lesson instructions are provided. In outline format, give a clear, detailed (step by step) description of what you plan to say or do during the activity. Use the procedure format listed on the next page. Begin each lesson plan on a new page. See *Lesson Procedure* below.

Lesson Procedure

- **Introduction**

Let the students know what they will be learning. Relate it to prior knowledge, experience, reading, and writing and motivate them to learn the material. (Interactive discussion between teacher and student) Will you use a frontloading strategy? What strategies will you use to help your students understand the learning target?

- **Teacher Demonstration**

Show the students what the skill or strategy is, how and when to use it, and how to think about it. (Teacher "thinks-aloud" along with demonstration)

- **Student Modeling & Guided Practice**

Students try the skill or strategy under teacher direction and guidance. (Student "thinks-aloud" with teacher and/or in cooperative groups)

- **Summarizing & Reflecting**

Students reflect upon what has been learned and tell about when to use the skill. (Journal-writing, cooperative group talk, teacher-led discussion) How will you have the student do this?

- **Independent Practice**

Students try the skill or strategy. (Use the strategy in another place in the text, or in a problem or situation similar to the one used in the modeling.) How will you set up this situation?

- **Student Application**

Students use the skill/strategy in a *new* situation. (Other books, different problems or content area situations – cite references of published materials)

- **Student Reflection**

Students think about how the skill/strategy has been useful. (Student-teacher discussion, journal-writing, cooperative talk) How will you have the student do this?

- **Important Note**

See the lesson plan rubric and read about the requirement for “Creativity, Variety and Interest Level.”

Lesson format adapted from: Cooper, J. D. (2000). *Literacy: Helping children construct meaning* (4th ed.). Boston: Houghton Mifflin.

Assessment (Use paragraph format)

How will you know if students accomplished the learning targets and if they are using the new skill or strategy in various situations?

How will you record or keep track of this information?

How will you determine and record progress made in terms of the state standards and the IEP objective(s) being addressed?

Follow-up (Use paragraph format)

Later in that same day or the next day or week how do you plan to follow-up on what you have taught? This section should also include at least three extension activity ideas. (Just name the ideas, no details.)

References

References will be included at the end of each lesson plan and do not need to begin on a new page. List all references (in correct APA format) cited in the lesson plan.

Note: You will probably never write lesson plans in this much detail. You will learn to do most of these steps in your head as you gain experience. But right now, you need to write out all the parts to get in the practice of thinking through each needed step.

Rubric for Case Study

	Missing		Weak		Solid		Strong		Exceptional	
Introduction	0	No introduction to the student was given	.5	Some required information is missing from the introduction.	1	All required information is present. No other information has been offered.	1.5	All required information is present. Some information given may not be relevant or meaningful.	2	The student has been introduced through meaningful and relevant detail. All required information is present.
Background Information	0	No background information was given	.5	Some required information is missing.	1	All required information is given; it could be in more detail.	1.5	All required information is given in detail; it could be more succinct.	2	All required information is given in a detailed yet succinct way.
Current Environment	0	No information given about current environment	.5	Some required information is missing.	1	All required information is given; it could be in more detail.	1.5	All required information is given in detail; it could be more succinct.	2	All required information is given in a detailed yet succinct way.
Performance Level	0	No performance levels were given	1	Not all required information or test results were given and discussed.	2	All required information and test results are given and discussed in detail. No reflection is evident in the discussion.	3	All required information and test results are given and discussed in detail. Some reflection is evident in the discussion.	4	All required information and test results are given and discussed in detail. Deep reflection is evident in the discussion.
Learning Outcomes	0	No learning outcomes were included	.5	The outcomes were not learner-centered or were written in a negative voice	1	Positive learning outcomes were given but all were not measurable.	1.5	Positive, measurable learning outcomes were given.	2	Strong, positive, measurable learning outcomes were given.
Teaching & Learning Plan	0	No teaching and learning plan was given	2	All seven areas were not addressed and only a few vague recommendations were given.	4	All seven areas were addressed. Some appropriate recommendations were given.	6	All seven areas were addressed and some specific examples were named. Meaningful and appropriate recommendations were given	8	All seven areas were addressed with specific examples named for each area. Creative, meaningful and appropriate recommendations were given.
Annotated Bibliography	0	No annotated bibliography was given	1	Less than five books were listed. Some of the annotations were complete and/or all the reading levels were missing.	2	Five to nine books were listed. Most of the annotations were complete. Not all the reading levels were noted.	3	Five to nine books were listed Most of the annotations were complete and the correct reading levels were noted.	4	Ten or more book references were listed. The annotations were complete and well-written and the correct reading levels were noted.
Assessment	0	No assessment plan was given	1	A brief assessment plan was given. Some parts were appropriate. Either types of data, recording method and schedule was missing.	2	A brief but appropriate assessment plan was given including types of data, recording method and schedule.	3	A complete and appropriate assessment plan was given including types of data, recording method and schedule.	4	A complete, detailed and appropriate assessment plan was given including types of data, recording method and schedule.
Discussion	0	No discussion was included at the end	.5	Some required information is missing.	1	All required information is given; it could be in more detail.	1.5	All required information is given in detail; it could be more succinct.	2	All required information is given in a detailed yet succinct way.
Writing Mechanics	0	No attempt was made to avoid mistakes in Common Writing Mistakes handout, major editing is needed or references were missing	.5	Little attempt was made to avoid mistakes in Common Writing Mistakes handout, there were a quite a few grammar or syntax errors, the vocabulary was very repetitious or APA format was not used	1	Good attempt was made to avoid mistakes in Common Writing Mistakes handout, there were a few grammar or syntax errors, the vocabulary was a bit repetitious or there were quite a few mistakes in the references	1.5	Only one or two minor mistakes from the Common Writing Mistakes handout were made, the grammar and syntax were very good, a fairly wide vocabulary was used or there were only one or two minor mistakes in references	2	No mistakes from the Common Writing Mistakes handout were made in the paper, the grammar and syntax were excellent, a varied vocabulary was used and all references were written in correct APA format

Total Points Possible: 32

Points Earned:

Comments:

Rubric for Three Lesson Plans

	Missing		Weak		Solid		Strong		Exceptional	
Title	0	Titles missing	.5	Creative but not necessarily appropriate titles.	1	Appropriate titles on two lessons.	1.5	Creative and appropriate titles on two lessons.	2	Creative and appropriate titles on all three lessons.
Description & Strategy	0	Description & strategies are missing	1	Some of the information is present in all the lessons. No references are cited. The strategy is not appropriate for the topic and/or the students.	2	All but one piece of info is present in all lessons. References are cited but may not be correct. The strategy is appropriate for the topic and the students.	3	All information is present in all lessons. References are cited but not correctly. The strategy is appropriate for the topic and the students.	4	All three pieces of information are present in all the lessons. References are correctly cited. The strategy is very appropriate for the topic and the students.
Prerequisite Skills	0	No prerequisite skills given	.5	A list of only one or two appropriate skills is given.	1	A list with some appropriate skills is given.	1.5	A brief and appropriate list of skills is given.	2	A complete, appropriate and brief list of skills is given.
Student & Setting	0	Student & setting sections are missing	1	Some required information is missing or no plan is given to differentiate the lesson for the needs of the students.	2	All required information is given; it could be in more detail. A differentiation plan is in place but could take a bit more thought.	3	All required information is given in detail; it could be more succinct. A good differentiation plan is in place for most students.	4	All required information is given in a detailed yet succinct way. An excellent differentiation plan is in place.
Standards & Objectives	0	No standards or objectives are given	.5	State standards are listed but the objectives are missing or are not measurable.	1	Appropriate state standards are listed but are too broad. Measurable objectives are listed.	1.5	Appropriate state standards and clear and measurable objectives are listed. But too many are listed for one lesson plan.	2	Appropriate state standards and clear and measurable objectives are listed.
Materials Needed	0	Materials needed sections are missing	.5	An incomplete list of materials is given.	1	A complete list is included but no quantity of materials is given.	1.5	A complete list including quantity is included. Published materials are listed but not in APA format.	2	A complete list including quantity is included. Published materials are written in correct APA format.
Lesson Procedures	0	No lesson procedures are given	1	The procedure does not include all seven parts. Or the lessons are confusing and difficult to follow.	2	The procedure includes all seven parts. A few sections could be stronger and use more variety. They need to be less wordy so they are easier to follow or they need to be a bit more clear.	3	The procedure includes all seven parts. While varied, a few sections could be stronger or more thought out. The lessons are clear and easy to follow.	4	The procedure includes all seven parts. Each section is varied, strong and well thought out. The lesson is clear and easy to follow.
Creativity, Variety & Interest Level	0	Activities are not creative, interesting or varied.	1	The lessons may contain some creative or interesting activities but they are not age- and skill-appropriate or meaningful.	2	The activities are not particularly creative or highly motivating but they are age- and skill-appropriate and meaningful.	3	The lessons contain a variety of activities. Some are creative, interesting and fun. All are age- and skill-appropriate and meaningful.	4	The lessons contain a variety of activities. All are very creative, interesting and highly motivating while still age- and skill-appropriate and meaningful.
Assessment	0	Assessments missing	1	Not all assessment methods are appropriate or a plan is missing for record-keeping or tracking progress.	2	Appropriate assessment methods have been incorporated. There is a sketchy plan for record-keeping and/or tracking progress.	3	Appropriate assessment methods have been incorporated. There is a solid plan for record-keeping and tracking progress.	4	A variety of appropriate assessment methods have been incorporated. There is a solid plan for record-keeping and tracking progress.
Follow-Up	0	No follow-up information is given	.5	The follow-up plan is weak or unrealistic. Less than two extension activities are given.	1	A good follow-up plan and a couple of extension activities are given.	1.5	A good follow-up plan and three extension activities are given.	2	An excellent follow-up plan and extension activities are given.
References	0	References missing	.5	Some published materials are listed but not all and/or APA format has not been attempted.	1	All published materials are listed and APA format has been attempted but there are many mistakes.	1.5	All published materials are listed and APA format only has a few minor mistakes.	2	All published materials are listed in correct APA format.

Total Points Possible: 32

Points Earned:

Comments: